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The arrangement is in the main equally satisfactory. Minor details of biography, along with much other matter, are compressed into concise footnotes, leaving room in the text for the more salient facts of life history and for critical estimates. The appendix contains extracts from the early literature; brief articles on early newspapers and magazines; a partial bibliography of colonial and Revolutionary literature; and a reference list of books and articles. The last is not well arranged: it would have been better to give each title a paragraph and arrange either chronologically or alphabetically. As it is, however, the bibliography is remarkably full, and, so far as we have tested it, accurate. On p. 345 we fail to find Col. T. W. Higginson's *Contemporaries* (Boston, 1899). Schönbach's *Gesammelte Aufsätze zur neueren Literatur in Deutschland, Österreich, Amerika*, which probably appeared too recently to be included, may be added to p. 346.

The proportion of the book, too, is good. While the leading writers are fully discussed, the author finds room to speak of a larger number of minor authors than are usually mentioned in a book of this size. This has its advantages, even in a high-school history of literature; for the student cannot fail to be impressed with the abundance of our literature as well as by the inferiority of much of it. Some omissions, however, have been noted: Elisha Mulford, author of *The Nation*, Justin Winsor, John Fiske, Henry C. Lea, J. T. Trowbridge, Captain Charles King, Marion Crawford, Henry B. Fuller, Colonel Higginson, Mary Halleck Foote, Ruth McEnery Stuart, Rebecca Harding Davis, and Margaret Deland deserve at least mention. Eugene Field, too (p. 285), was something more than a writer of child poems. Yet these are minor faults; and Mr. Bronson's criticism is careful, rarely extravagant, and, we believe, generally sound.

Few misprints have been noted: Lanier was born in 1842 (p. 287); on p. 345, line 2 f. b., read F. L. Knowles; on p. 368, read M. N. Murfree.

Professor Johnson's brief sketch includes interesting descriptions of a few leading authors and some well chosen extracts. His own criticism he has supplemented by slicing up Lowell's *Fable for Critics*. Since this poem can be easily procured by itself, we can hardly approve of this use of several pages. It is difficult, too, to justify the order of treatment: why should Cooper precede Brockden Brown, or E. R. Sill precede Boker? Still, the author's criticism, as far as it goes, is good. Fuller bibliographical details would have increased the value of the book.

Professor Hart's interesting sketch of American historiography, though written from the point of view of the historian, deserves the attention of students of literature as a concise description of the efforts of Americans, from Bradford to Rhodes, to tell the story of our past, or to discuss themes closely related to the history of America.

CLARK SUTHERLAND NORTHUP

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A School Latin Grammar. Prepared by MORRIS H. MORGAN, PH.D.,
Assistant Professor of Latin in Harvard University, chiefly from Lane's
Latin Grammar. Harper & Brothers, 1899.

PROFESSOR GEORGE M. LANE, of Harvard, died in June 1897, leaving behind him material for a Latin grammar upon which he had been at work for about thirty years. Professor Morgan, who had been requested by Professor Lane to finish the book, found

that about two thirds of it was in type and mostly stereotyped, but that 120 pages were still in the form of a first draught. This matter Professor Morgan prepared for the printer, following the order of treatment laid down by Professor Lane, but adding additional examples, historical statements as to the usage of Latin writers, and about seventy new sections. The sections upon versification were furnished at the request of Professor Lane by a former pupil, Dr. H. W. Hayley, of Wesleyan University.

The complete grammar was issued in the summer of 1898. Professor Morgan has in the volume under review abridged the complete grammar of 587 pages to a school grammar of 274 much smaller and more open pages. The smaller grammar closely follows the larger, since Professor Morgan has confined himself principally to omission and simplification. The only additions are versified rules for gender prepared by Professor Lane himself and a brief treatment of order of words based upon a fragmentary draught left by Professor Lane, none of which appears in the larger grammar. After each section number of the school grammar the corresponding section number of the larger grammar is inserted. It is to be hoped that this careful provision for wider study will lead many secondary teachers to use for daily reference the original and scholarly product of Professor Lane's labors for a lifetime.

The examples are all taken from classical authors, and for the most part from the authors of the preparatory school — Caesar, Cicero, and Virgil.

A distinguishing feature of the book is that there is no numerical subdivision of paragraphs, and that these are very short — the school grammar containing 1175.

Though Professor Lane's grammars have so recently appeared, the indebtedness of all Latin teachers to him has been very great for help given to Dr. Charlton T. Lewis in the preparation of his Latin dictionaries; see Dr. Lewis' preface to his *Latin Dictionary for Schools* (1889). This indebtedness is particularly great as to quality and the principal parts of verbs.

Three of the most prominent excellencies of the grammar may be mentioned.

There is evidence everywhere of the most scrupulous and fastidious accuracy, *e. g.*, *-re* is printed as the first form in futures, the second in presents; the stem ending is printed thus, *-O-*; everywhere a form not found is wanting in the paradigms, *e. g.*, the 1st sing. of the pres. indic. pass. of *dare* (330).

The translations show marvelously sensitive and broad capacity for interpretation. Note as samples the attention to derivation in translating *valdē*, mightily; the freshness and unconventionality of *fugiō*, run away, *spiciō*, spy, *nōlō*, won't, *pungō*, punch, *fligō*, smash; the neatness with which syntactical force is brought out in *interēā Catilīna in primā aciō versārī*, Catiline meantime bustling round in the forefront of battle (708), *animus bene īfōrmātus ā naturā*, a soul meetly fashioned by dame nature (614); note, too, how in the last the resources of old English are used; note in *omnia praeclāra rāra*, all that's very fair is rare, how the alliteration of the Latin is reproduced in English; fidelity to order and the spirit of Virgil in *pontō nox incubat ātra*, over the deep night broodeth black; the ease and naturalness of *leve fit quod bene fertur onus*, light gets the load that's bravely borne (692), and the conversation between the man and boy in 695; last of all note the mastery of modern idiom in *uter est insānior hōrum?* which of these is the greater crank?

But the preparatory teacher will find that Professor Lane is a practical teacher as well as a finished scholar and that the book is full of "nuggets of gumption." He will

find the paradigms divided and framed by significant lines and irregularities minimized, as in omitting those stems of irregular verbs which are not irregular, in naming all the few third declension adjectives which have *-er* in the masculine nominative singular, in taking the isolated *caput* out of the sample paradigms. He will find the distinction between verbs and verbal nouns emphasized both in the paradigms and in specific precept (319), and an admirable treatment of the much-muddled gerund and gerundive (988, 989), as well of *quod*, conjunction, 787, 788, 846, 791, *iste* 1053, and *ipse*, 1060-1062.

After studying this grammar one hardly knows which to admire most in Professor Lane — his industry, his accuracy, his fine taste, his keen intellect, or his sterling good sense. Professor Morgan has honored the memory of his teacher by the fidelity, skill, and sympathy with which he has revised, augmented, and abridged.

ISAAC B. BURGESS

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Dido: an Epic Tragedy, a dramatization from the *Æneid* of Vergil, arranged and translated by FRANK J. MILLER, the University of Chicago; with Stage Setting, Actions, and Music by J. RALEIGH NELSON, the John Marshall High School. Silver, Burdett & Co. Pp. 88. price, \$1.00.

EVERY fresh attempt to represent in modern form the spirit of an ancient master is sure to receive a hearty welcome; and a constantly increasing number of scholars find it a congenial task to give to the world translations that shall rise above the level of the "dry Bohns of classical literature." Professor Miller, in the present work, has undertaken not a mere translation of portions of the *Æneid*, but has happily hit upon the more novel plan of placing the Dido episode in dramatic form. His theory, briefly stated in the preface, is this: "The epic is a drama on gigantic scale. . . . While such gigantic dramas could be presented on no human stage, in them all are lesser actions of marked dramatic possibility. . . . In the *Æneid* is found, among the minor parts which make up the epic whole, a dramatic action well-nigh complete, the love story of *Æneas* and Dido."

The dialogue of the four acts of the play is taken directly from Virgil, the exact reference to the original being conveniently indicated at the beginning of each speech. Occasionally a passage is introduced in a different connection, as the famous comment upon the murder of Polydorus

"Quid non mortalia pectora cogis,

Auri sacra fames?"

which is rendered

"O awful, quenchless thirst of gold: 'Twas ever thus,

That thou hast spurred the hearts of men to deeds of blood,"

and forms the exclamation of *Æneas* when he hears from Venus the story of the slaying of Sychaeus by Pygmalion.

Beginning with the meeting, soon after their landing in Africa, of *Æneas* and Achates with Venus, as told in the first book of the *Æneid*, and necessarily omitting the long narrative of *Æneas* in the second and third books, the action rapidly advances through the story as narrated in the fourth book, until in the last act the dramatic climax is reached in the death of Dido.